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[Continued on page 3 of cover.]

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BOARD OF EDUCATION
EDUCATIONAL PAMPHLETS, No. 51.

Memorandum on LIBRARIES IN STATE-AIDED SECONDARY SCHOOLS IN ENGLAND



LONDON:

PRINTED AND PUBLISHED BY HIS MAJESTY'S STATIONERY OFFICE

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PREFATORY NOTE

The question of Secondary School Libraries was discussed in paragraphs 196-210 of the Board's Annual Report for 1912-13, but since that date the Board have not published any general statement on the question. The rapid growth of Secondary School provision in recent years and the development of advanced work in the schools have led to a wider recognition of the importance of School Libraries and the Board think that the following Memorandum, which has been prepared by certain of H.M. Inspectors with the assistance of suggestions from various Educational Associations, is of sufficient general interest to justify its publication in this series.

Board of Education,
April, 1928.

31. 5. 1928



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1. INTRODUCTORY

An enquiry has been made into the extent and character of provision of libraries in the so-called Secondary Schools.

The report will show that although there is a general feeling of the great necessity of better provision of books in the schools of many provinces. A list of the other two papers which present themselves revealing those of the "Public School" type. They have a view of the public school type which is entirely different from that of the public school type. The public school type is a type of school which is entirely different from that of the public school type. The public school type is a type of school which is entirely different from that of the public school type.

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It is not at all clear, and hard to read and not a very good book which bears directly on the subject. It is the very probable that he should cultivate a sense of the very general nature and by reading books on many subjects, developing his mind and collecting a large amount of knowledge.

The general demand for the provision of books bearing directly on the school work, of which there is now widespread feeling, might have been still more delayed but for the instruction of Advanced Courses and of the Higher School Examination. The supply of suitable books has from the first been regarded as an essential part of the equipment of all

"The School Library" by J. H. Sturges. The School Library. London: The School Library. 1904. Pp. 112.

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1. INTRODUCTORY.

An enquiry has been recently made into the extent and character of the provision of libraries in State-aided Secondary Schools.

The most striking fact that emerges from the enquiry is the great disparity as between different schools in the matter of library provision. A few of the older and larger schools possess libraries rivalling those of the Public Schools.* They have a store of carefully selected books suitably housed; the classification and cataloguing are excellent; the entry of books consulted or borrowed is systematic; the appropriate notices, including a plan of the library and instructions for its use, together with a book for suggestions are available; new books are set out on a table and current periodicals can be seen; and a member of the staff acts as librarian. A number of schools of more recent foundation by means of help from Local Education Authorities, from school war memorial funds or other sources of benefaction, have made remarkable progress in developing their libraries. On the other hand the fact that a library is no less an indispensable part of every secondary school than a laboratory is only beginning to be recognised by some schools and some Authorities.

2. FUNCTION OF THE SCHOOL LIBRARY.

The School Library serves two purposes, study and general recreative reading. If the pupil is to do his work intelligently, he must have at hand, and learn to read and use, a number of books which bear directly on his studies: it is also very desirable that he should cultivate a taste for more general reading and by reading books on many subjects develop breadth of view and catholicity of interest.

The general demand for the provision of books bearing directly on the school work, of which there is now widespread evidence, might have been still longer delayed but for the institution of Advanced Courses and of the Higher School Examination. The supply of suitable books has from the first been regarded as an essential part of the equipment of an

* See "School Libraries," by J. H. Fowler. The English Association. Pamphlet No. 33.

Advanced Course, and without them preparation for the Higher Examination could hardly be attempted. The recognition of their value in Sixth Form work has generally led to an extension of library privileges to other Forms. In many Schools the School Library has owed its origin to the institution of an Advanced Course. But the need of these books is inherent in the work of every Secondary School, not only for the purposes of Advanced Course work but also for the work of the lower and middle Forms.

If the School Library is to help the pupils to find their way among books, it is essential that the books at their disposal should be of many kinds and that in their general reading they should be afforded wide freedom. In the selection of books for recreative reading some schools show a somewhat exclusive preference for novels, which they regard as the surest line of attraction for young readers, and, if well chosen, as a safeguard against the demoralising influence of cheap sensational literature. Novels, in particular good historical novels, should always be included, but to limit the choice to fiction suggests a narrowness of outlook, and the need for a wider appeal is now obtaining more general recognition.*

To stimulate the intellectual curiosity of the intelligent pupil and, so far as may be, to meet its demands is for all schools, large and small alike, an obvious duty of which the successful accomplishment depends largely on the keenness of the staff. It is reported for example of one school—a country school with under 200 pupils—that “an enthusiastic Head Master has been able to make the School Library a real and living thing; it enters into the whole life of the school, as it has been built up from inside to meet the needs and circumstances of the school. The influence that it is exerting, as it develops, on the life and work of the school is incalculable. It is not too much to say that it is altering the whole outlook of the pupils. The Library is a small thing at present but it is an organic growth from within the school.”

* The publications of the National Home-Reading Union will be found useful (see Appendix).

See also the suggestions in “Humanism in the Continuation School,” 1921. H.M. Stationery Office.

3. PROVISION OF A SEPARATE ROOM.

The Board have recently* emphasised the desirability of assigning a separate room to the Library. There is a prevailing idea that a classroom suffices for the purpose both of a sixth Form and of a Library, and this arrangement is still commonly found. The restrictions in the use of the books consequent on any such compromise prove to be a serious drawback; the plan is inconsistent with the conception of a Library as the centre of the intellectual life of the school—a place of silence, devoted to study and uninterrupted reading.

Unfortunately in many schools the provision of a separate room presents a problem of great difficulty. Where there is space available and financial conditions allow, the erection of a building of light construction may be possible. Sometimes a room which might be thought unlikely can be adapted, for often the very irregularity in shape which may make the room unsuitable for other purposes will provide recesses appropriate to a Library. Sometimes several small adjoining rooms, or even attics, can be thrown together. If sufficient floor and wall space can be obtained, shape and height matter less than freedom from damp, good lighting and satisfactory ventilation.

If it is impracticable to arrange for a separate room, it is usually possible, as a temporary expedient, to store the books on a systematic plan in a class-room or classrooms and to furnish one of the larger classrooms as a reading-room. Occasionally the bookcases are placed in corridors, but this is undesirable unless the corridors are wide and the lighting is satisfactory. In a few schools special arrangements have been made whereby the Assembly Hall, or a part of it, becomes also a Library. If any temporary expedient is adopted, it is well to obtain shelves and furniture of a kind suitable for transference later to a School Library.

In making the necessary arrangements, whether temporary or permanent, it should be remembered that it is more profitable to spend money on books than on equipment and for this reason shelves, which in boys' schools can often be made by the pupils themselves, are preferable to expensive bookcases.

* Memorandum on the Secondary School Building Regulations, Circular 1364, 19th May, 1925.

4. IMPORTANCE OF REGARDING THE SCHOOL LIBRARY AS A UNITY.

The whole supply of books which the School possesses should be regarded as the School Library ; but the idea of the Library as a unity is often obscured by the existence of a number of separate collections frequently named Special Subject Libraries, Form Libraries, etc., though they should properly be considered as subsections of the School Library.

The origin of subject Libraries is generally traceable to the lack of a special room for the School Library or to the enthusiasm and enterprise of individual teachers, who in advance of organised effort have often achieved commendable success in accumulating a useful store of books in the teaching of their own subjects. Form Libraries, which are commonly limited to the Lower Forms, find strong support in certain schools on the ground that it is easier to induce pupils to read books which are to be found on the shelves of their Form Room and to excite their interest and co-operation by giving them a share in the management. But the existence of these separate collections should not be allowed to obscure the conception of the School Library as a unity, to interfere with its development and management, or to lead to duplication and lack of balance. Certain books of reference (e.g., dictionaries, historical atlases, or books frequently consulted in the laboratories) may be in such constant use for the purpose of instruction as to justify their being regularly kept in the special subject rooms : but even in such cases it is often preferable to have duplicate copies if the resources of the Library are to be fully accessible to the whole school.

It may be added that books intended for the exclusive use of the Staff (e.g., books on paedagogy) will naturally be housed in the Staff Room. There is nothing, however, to be said for the practice, which has sometimes been noted, of keeping such reference books as dictionaries in the Staff Room or in the Head Master's Room where they are often inaccessible to the pupils.

All the books in the School whether intended for Staff and pupils, or for the Staff only, should be treated as part of the School Library for the purposes of cataloguing, periodical checking and stock-taking.

5. MINIMUM REQUIREMENT OF EVERY SECONDARY SCHOOL.

In the following statement an attempt is made to indicate in general terms what may be reasonably regarded as the minimum requirement of any Secondary School. No distinctions between schools of various types need be made since it can safely be said that, while Secondary Schools differ widely in the amount and variety of their Sixth Form work, there are now few if any which have no pupils preparing for higher examinations, or in which advanced work in some subjects of the curriculum may not at any moment develop.

Valuable help in the selection of books of the types indicated under the different sections can be obtained from the bibliographical publications of the various Associations.*

Scripture.—A good edition of the Bible in literary form : a standard dictionary of the Bible : a good commentary : some standard works on Biblical criticism : commentaries of first rate quality on the great Prophets, in particular Isaiah, Amos, the Second Isaiah and Jeremiah. Historical geography of Palestine. History of the Jewish people. History of the contemporary ancient world. Good books on the political history and the development of religious thought in the period between the Old Testament and the New. Some of the standard books on the life of Christ. Some modern commentaries on the books of the New Testament, together with some book or books on the life and work of St. Paul.

English Language and Literature.—A good collection of representative works of the great English writers, including annotated editions of Shakespeare and Milton. Standard anthologies of prose and verse. Some standard books of criticism. Some famous English translations of foreign classics.

History of English Literature. Some biographies of English men of letters.

Comprehensive standard dictionary. Etymological dictionary. One or two recent grammars. Treatise on English phonetics. Some books on the history of the language. Shakespeare glossary. Standard work on prosody. A good modern general Encyclopaedia.

* See Appendix.

History.—Large Political History of England. (There are several good series of six to twelve volumes.) History of Modern Europe of similar scope. Certain of the works of the great historians of the past, e.g., Hallam, Macaulay, Lecky, Stubbs, Freeman, Froude and Gardiner. Biographies of great historical characters and monographs dealing with special movements to be added as occasion arises. The extent to which special aspects of the subject should be represented will depend upon the attention given to them in the teaching, but some standard works should be included on: Constitutional History; Military or Naval History; Local History; Social, Economic and Industrial History; Architecture; the History of the British Empire and of the United States. The nineteenth Century should be represented in biographies, memoirs and letters, which make a strong appeal not only to pupils who are making a serious study of History but also to those who are specialising in other subjects. A good historical Atlas should also be included.

Geography.—Atlases, general, historical and commercial. Books of general reference, containing necessary statistical information as to population, area, trade, etc. (e.g. standard Year Books or Almanacs), and others giving climatic data. Standard works of descriptive Geography dealing with particular regions. Books of travel. One or more of the periodicals devoted to Geography ("Geography," free to members of the Geographical Association; "Geographical Journal"; "Scottish Geographical Magazine"; "American Geographical Review," American Geographical Society, Broadway, at 156th Street, New York).

French.—One of the larger French-French dictionaries. One of the larger English-French and French-English dictionaries. Phonetic dictionary of French. Standard history of France. Standard history of French literature. Historical French grammar. A book on French prosody. Standard editions of at least some of the great poets and prose writers of France. Good prose and verse anthologies. Some books descriptive of French culture and national life.

A similar list might be made for German.

Classics.—Good editions of representative works of at least some of the greatest writers : e.g. in Greek, Homer, the Attic tragedians, Aristophanes, the Lyric Poets ; Herodotus, Thucydides, Plato, Demosthenes : in Latin, Lucretius, Catullus, Virgil, Horace, Ovid, Juvenal ; Cicero, Caesar, Sallust, Livy, Tacitus. In the case of some of the poets and historians complete editions should be obtained. English translations of good literary quality of some of these writers.

Standard Greek-English and Latin-English dictionaries and standard works on Greek and Latin syntax. Good histories of Greece and Rome, and of Greek and Roman literature. A dictionary or dictionaries of classical antiquities, mythology, biography and geography. Good classical atlas. A few standard works of general character dealing with Greek and Roman civilisation and showing the debt of modern times to antiquity. A standard book on Roman antiquities in Britain. Some of the handbooks on classical antiquities and art published by the British Museum.

Mathematics.—One of the easier histories of mathematics. A good edition of Euclid, including Books V, VI and XI. At least one good text of the easier University type, on each main branch of the subject : Pure and Analytical Geometry, Trigonometry, Algebra, Calculus, Mechanics. Some of the French (or other Continental) books are excellent for the purpose, and a few should be included. Any books on the teaching of Mathematics (there are very few) but preferably those devoted to specific branches or to a specific stage such as the Secondary School. One or more of the recent easy books on elementary Philosophy or scientific method or both.

Science.—The Science books fall into three classes :—

- (1) Books of reference such as are needed in the laboratory in connection with the practical work, including for example a Table of Physical Constants and one or more books on Analysis and on Laboratory Arts.
- (2) Some of the classical works (or at least extracts from some of these) upon which are founded the best textbooks dealing with the elements of the main branches of Science studied in schools. Standard textbooks, e.g. textbooks on Inorganic, Organic and

Physical Chemistry; on Physics in its different branches and on Biology—not omitting books which deal with the history of the Sciences—and others concerned with the practical application of Science. Purely technological works and textbooks, suitable only for advanced students at the Universities, should of course be dispensed with.

- (3) Books for general reading and books dealing with branches of Natural Science other than those included in the curriculum. The former will include well written popular books dealing with different aspects of Science and suitable for pupils of different ages. The latter will include books of a similar character, and good but not too difficult textbooks on Astronomy, Geology, Biology.

Art.—The illustrated Guide to the British Museum. One or two introductions to the history of Painting or the pictures in the National Gallery. Some simple Guide to the appreciation of pictures and other works of art. One of the collections of reproductions of famous pictures. A not too technical work on Architecture, well illustrated. Practical handbooks on Design and on any crafts which are undertaken in the school or can be carried on by pupils at home. A book or books on the decoration and furnishing of the home. A good book on Costume, with practical instructions for making.

Manual Instruction (Boys' Schools).—"Manual Instruction in Secondary Schools for Boys."* "Catalogue of English Furniture and Woodwork, Victoria and Albert Museum." A good illustrated treatise on modern cabinet work, one on handicraft in wood and metal, and one on trees and timber. One or two good works on period furniture and some of the handbooks published for the use of amateurs on such subjects as stains and polishes, electrical and wireless apparatus making and other technical branches of craftsmanship.

Housecraft (Girls' Schools).—Standard works on food and the principles of dietetics: textbooks on the theory and

* Circular 891: H.M. Stationery Office.

practice of Cookery, Laundrywork and Household Management. Books dealing with the care and education of infants with First Aid and Home Nursing. Books on the planning of modern houses, on house furnishing and decoration. A history of the growth and development of domestic life in England. Good Needlework and Embroidery manuals. A regular supply of one or two journals dealing with Needlework and household matters.

Music.—One or two short histories of Music, giving a bird's eye view of its development from the earliest times up to the present day. Short lives of the great composers. Works dealing with the different periods of musical history, (i) as far as 1600, (ii) the 17th Century, (iii) the 18th Century, (iv) the Romantic period. One or two books on Musical Form and on the subject of listening to Music. Textbooks dealing historically and analytically with the works of the great composers.

6. SELECTION OF BOOKS.

The selection of books requires great thought and care, especially at a time when books are costly and the need for economy is imperative. Sometimes a small School Library is found to be badly balanced. A librarian in his enthusiasm for his own subject may not be sufficiently impartial in his recommendations, or he may fail to ask for suggestions from his colleagues, who in their turn may not avail themselves of the opportunity of suggesting books in their own subjects. Sometimes a whole series has been bought to the exclusion of books much more urgently needed; sometimes there are considerable collections of the works of the poets, possibly with several duplicate copies, whilst important branches of Science taught in the school are virtually unrepresented on the shelves; or the Library contains no books on Art or Music. Some schools have exhausted their funds almost wholly in the purchase of novels whilst the school is still unprovided with the most important books of reference.

Few schools can afford to dispense with systematic procedure in drawing up a list of books to be purchased. All subjects should be represented on a Library Committee, and the knowledge and experience of the staff should be regularly brought to

bear on the problem and the interest of the older pupils enlisted. It is obvious that periodically, perhaps each year towards the end of the Summer Term when the work of the coming year is being planned, the resources of the Library need to be reviewed. This can be effectively done only by the co-operation of the staff as a whole.

A second-hand copy of a book needed can sometimes be advantageously secured, but it is desirable to make sure that the book is in good condition. Unsuitable gifts should be declined and unmistakably obsolete books should be discarded. An unwanted book is worse than useless because it takes up room that can often ill be spared.

7. USE OF THE BOOKS.

The provision, at least out of public funds, of a School Library is justifiable only if the books are in constant use, and the problem how to make the library a vital influence in the school is one of great importance.

The attitude of the staff is all important. Every Teacher should know the resources of the Library in his own subject, and he should be careful to put forward for consideration the books which he desires to have bought. He should encourage in his pupils the habit of consulting the necessary book to clear up a doubtful point. It is a very important part of a boy's training to learn to use a book and its index, and guidance is required.

Much depends on the Librarian, who needs to have not only a sense of order and method but also a wide knowledge of books. He will himself be a book-lover, and his influence should be felt not only in the pupils' choice of books but in the attractiveness of the library and the facilities for its use.

Free access to the books by the pupils is of the utmost importance. Much of the value of the Library is lost if the pupils cannot go to the shelves and look at the books freely.

The Library should be open during the whole school day, if conditions permit, and for as long as possible after the end of each school session. The facilities afforded to a pupil for

borrowing books should be as generous as the needs of the other pupils and considerations of library management allow ; they can often be made more generous for the holidays than during term.

It is easy to arrange times for the borrowing and returning of books, but it is sometimes said to be difficult to find any periods in which Forms are free to work in the Library, and this objection is occasionally heard in schools not hampered by problems of trains or otherwise suffering from curtailed school hours. Perhaps the solution, at least for Fifth Forms, is to be found in the experience gained in Advanced Course work. The time-distribution for these Courses shows a certain number of periods a week assigned to private study at school. These periods are devoted not to desultory reading, nor even to capricious reading on the subjects of study, but to work on definite problems previously discussed in class or otherwise made so clear that private study is highly advantageous. In many schools one or two library periods are assigned to each Form, but the value of the time so spent depends on the relation of "preparation" to the work of the classroom—a question on which finality has not yet been reached. The experiment is sometimes tried of giving a "Library week" to each Form in turn, the greater part of the week being devoted to private study in the Library.

8. FINANCE.

The initial cost of starting a library will, of course, vary according to the nature of the facilities provided. In all cases the acquisition of an adequate nucleus of books will be necessary. Where a separate room is provided the cost of furniture will have to be met, and where such provision is not possible shelves for the various rooms in which the library is to be housed will need to be obtained. Apart from the cost of furniture, the smallest sum which can cover the first outlay on books can hardly be less than £100. In addition to the initial expenditure, a minimum annual expenditure is required. If the sum be £20, the greater part of this money will be needed during the first few years for the purchase of books bearing directly on the work of the classroom.

Some schools are able, out of their own resources, to meet the annual expenditure on upkeep and development, but the majority must rely on annual subventions from the Local Education Authorities which maintain or aid them. Some Local Authorities make a grant to all Secondary Schools which they maintain or aid, others only to those which they maintain. The basis and the amount of the grant vary greatly. In some areas schools receive an initial grant for books (perhaps with an allowance for furniture) followed by an annual grant; in others there is an annual grant only. The annual grant is in some cases an amount fixed for all schools alike; in others it is a capitation grant. Occasionally the Library has to share a capitation grant with a number of other objects, such as stationery, prizes and games. A few Authorities make a grant, up to a fixed maximum, proportional to the amount raised by the school's own efforts; others make no systematic grant but allow the school to requisition books for the Library or they give grants from time to time varying with the urgency of the request from the school.

The annual amount which schools have at their disposal varies therefore from virtually nothing up to £80 or, exceptionally, £100. £25 is a common sum. When the amount is high, a part often goes to meet the needs of one or more Advanced Courses.

This contrast between schools in the opportunities provided for reading is very striking. A Secondary School in London,* in certain other large towns, and under some of the other County Authorities, is able to build up its own store of necessary books, has in addition valuable books on loan for long periods, and can send its pupils to Public Libraries to supplement their reading; on the other hand a number of schools can obtain hardly any books other than text-books and manuals, except by their own voluntary efforts.

Of these latter schools many have done a great deal to build up libraries. Money has been raised in them as in other schools by voluntary subscriptions from associations of old pupils, the staff and the pupils themselves; and by profits

* The value to Secondary Schools in London of the Education Library of the London County Council is widely recognised.

from school dinners and from concerts, plays and entertainments. One striking example may be quoted. A new Girls' School in an industrial area raised during a period of trade depression £300. Of this amount £61 was raised by a sale of work, £35 by dramatic performances and gymnastic displays, £132 by the efforts of individual Forms, and the remainder by subscriptions. But it is obvious that such special efforts can only be complementary to, and cannot take the place of, a regular system of grants in aid from the Authority or Governing Body as the case may be.

A few schools—amongst them some provided schools—have been enriched by generous gifts and bequests. Three notable examples of the recent foundation of valuable Libraries are to be seen at the Colston Girls' School at Bristol, the Liverpool Institute High School for Boys, and the Royal Free Grammar School at Worcester. In one noteworthy instance a private donor made a generous gift to initiate a Library at each of the Secondary Schools in his county. Some schools have either established a Library as a War Memorial or have received substantial aid for the Library from the School War Memorial Fund.

In determining the amount of financial assistance needed in each case the following considerations should be borne in mind :—

- (a) That every Secondary School needs at least a minimum collection of books of reference and other books bearing directly on the school work.
- (b) That it may not be everywhere possible to provide even this minimum, except over a period of four or five years.
- (c) That the provision of this minimum is needed independently of the number of pupils in the school.
- (d) That schools doing substantial post-matriculation work need special help over and beyond the normal grant given to all schools.
- (e) That when all the schools of the area possess the necessary minimum collection of books, the question of the amount of the grant may well be reviewed.
- (f) That the schools should be freely consulted as to their needs.

9. MANAGEMENT OF THE SCHOOL LIBRARY.

It is important that the Librarian should be keenly interested in the development of the Library as a force permeating the whole school, and equally important that he should have some understanding of the technique of library management. In large schools possessing a considerable and growing Library the Staff might well include a Master who has had some training in librarianship.*

The questions of classification and cataloguing are technical and the school librarian, if not already specially equipped, would be well advised to make himself familiar with the more recent statements on the subject.† The Dewey decimal system of classification is the most common in Public Libraries; card and sheaf catalogues have now in the main supplanted printed catalogues.

A Library Committee in many Schools gives valuable assistance. It may represent the older pupils as well as the staff. In addition to considering, as a Committee, the selection of books and other problems, its members may share with the Librarian the routine work of the Library, and may help him in preparing notices for the library notice board and the school magazine—lists of books missing, purchased, or suggested—possibly also brief descriptive notes of recent acquisitions.

The machinery for the organisation and conduct of the Library requires care and forethought, for it is a common experience that, when once the value of the Library is felt, its growth exceeds expectation. Systematic arrangements for recording the issue and return of books, for their replacement on the shelves and for periodical stock-taking are essential if the Library is to retain its efficiency.

Some school Librarians place at the end of each shelf a list (mounted on cardboard) of the books on the shelf in the order in which they stand. The plan simplifies both the finding and the checking.

* See Report of the Public Libraries Committee (pp. 78–82) with reference to the Classes promoted by the University of London School of Librarianship and the Library Association.

† See in particular Chapter VIII of the Report of the Public Libraries Committee, pp. 191–196.

In the library accounts some allowance must be made for the replacement and repair of books. Certain minor repairs can perhaps be ingeniously effected at the school.

10. A GOOD SCHOOL LIBRARY.

The following extracts from a Report on a large Boarding School deserve quotation as affording a good illustration of some of the features of special interest in the maintenance and administration of a good School Library to which reference has been made in one or other of the preceding sections :—

“ The Library is housed in a room which has recently been reconstructed at the expense of a generous donor. What was an unsightly structure has been skilfully transformed into a handsome room of proportion and design that make it admirably suited for a library.

“ The library contains about 7,000 volumes and is supported by a yearly grant made by the Governing Body. The Old Boys’ Society makes donations from time to time, and the library is also much indebted to a private benefactor who has presented to it a large number of well-chosen books. The library is managed by a Library Committee consisting of the Head Master, two Assistant Masters, one of whom acts as Librarian, and eight or nine of the older boys. The library is made as free as possible to the boys, and is in consequence becoming a very real factor in their lives. Several details of administration are worth notice :—

“ (a) When a boy borrows a book from the library he makes a double entry of it first on a slip to be left on the shelf from which the book was taken, and also on a sheet reserved for him and kept in a spring-binder with sheets reserved for other boys. By consulting their sheets any member of the staff can see at a glance what books have been borrowed by any boy in the School.

“ (b) There is a commendable practice with regard to new books. Before they are put on the shelves they are placed in book rests on one of the tables. They are thus prominently before the notice of the boys, who are allowed to borrow any volume for a week.

- “(c) Books are also obtained on the hire-purchase system subject to retention or to return to the booksellers after half a term at half price. While at the School they can be borrowed by the boys, who are asked to give their opinion of them in a note-book specially kept for the purpose.
- “(d) The books in the library have been completely catalogued according to the contents of each shelf, and alphabetically on a card index. The Librarian, who shows great interest in the library, has now set out on the very big task of making a complete subject catalogue of the contents of every book on the shelves. Very wisely he is encouraging boys to assist him in compiling this catalogue, which when completed will be of very great value.”

11. RELATION OF THE SCHOOL LIBRARY TO PUBLIC AND OTHER LIBRARIES.

A School Library is a necessary part of the equipment of the School. The need grows out of the very nature of the school's work. Books are wanted for constant use and when needed should be available at once. But, although Public and other Libraries are not a substitute for the School Library, they may render invaluable services to the school.*

In some towns the Library Authorities have been solicitous to meet the needs of the Secondary Schools and the Public Librarian and his staff have been unsparing of trouble in making the resources of the Public Library known to the pupils and in providing facilities for its use by them. The Library Committee sometimes† co-opt a Head Master as a member of the Committee ; special rooms and special departments are created ; the Secondary School staff is invited to offer suggestions for the purchase of new books ; lists of certain of the new books are sent to the schools where they are posted

* Report of Public Libraries Committee, pp. 44-49.

† The work of the Public Library Committee can be effectively facilitated by the presence and help of a representative of the Secondary Schools of the district—Section 117 on page 48 of the above Report.

up; considerable loans of books are granted to the school for a lengthy period; arrangements are made for pupils to visit the Public Library and have its working and resources explained to them in informal lectures; library tickets are issued to the Head Master for the use of the pupils irrespective of the place of residence of their parents; and sometimes the staff of the Public Library have advised the school in the formation of its library and even in the compilation of the catalogue. The extent to which the Secondary School pupils use the Public Library varies greatly, but in some towns the relations between the two institutions are of the closest and most beneficial kind.

The Public Library is in a position to supplement the School Library not only because it has an ample store of books, but also because it contains many books which are too specialised or too expensive for inclusion in the School Library. A number of teachers take full advantage of the opportunity and having made themselves acquainted with the resources of the local Public Library systematically direct their older pupils to consult particular works to be found there.

Until recently there was virtually no provision of libraries in rural areas, but since the passing of the Public Libraries Act, 1919, and through the stimulus of grants from the Carnegie United Kingdom Trust Libraries in rural areas have multiplied, and now only a very few counties in England and Wales are without a County Library. The main feature of such a Library is the distribution of books from a central repository to local centres. Many elementary schools are centres, and the Head Teacher is often the local librarian. The books are distributed from the school both to children and to the adult population. So far very few Secondary Schools have become centres, but the advantages which are to be derived are so great that country schools will be well advised to consider the question. From these sources boxes of books may be obtained for general reading, whilst for reference books County Libraries have access to the Central Library for Students in London. A Secondary School can easily ascertain from the Local Education Authority what are the resources of the County Library.

APPENDIX.

Particulars relating to certain Libraries and Associations.

Schools may find it convenient to have the particulars given below.

Some of the Associations have issued valuable bibliographical lists. Certain of these are indicated but complete information could be obtained from the Associations direct.

The fact appears not to be widely known that schools as such may become members of some of the Associations and would as members be entitled to receive certain publications either free or at a reduced rate.

(a) Libraries.

London Library : St. James' Square, London, S.W.1.

Central Library for Students : 9, Galen Place, London, W.C.1.

The Library of the Societies for the Promotion of Hellenic and Roman Studies ; 50, Bedford Square, London, W.C.1.

Dr. Williams' Library : Gordon Square, London, W.C.1.

(b) Associations.

The English Association.—The Secretary, 4, Buckingham Gate, London, S.W.1.

A Short List of Books on English Literature from the beginning to 1832, for the use of Teachers, Pamphlet No. 3.

A Reference Library : English Language and Literature No. 46.

A Shakespeare Reference Library, No. 61.

Short Bibliographies of Wordsworth, Coleridge, Byron, Shelley, Keats, No. 23.

See also "The Year's Work in English Studies."

The Historical Association.—The General Secretary, 22, Russell Square, London, W.C.1.

Among bibliographical lists published are those relating to Mediaeval, Modern European, Economic and Naval History, the History of Scotland, Ireland and the British Empire Overseas. The Association also issues an annual Bulletin of Historical Literature dealing with the more important publications of the year.

Librarians would also find useful the reviews and lists of books in "History," the quarterly journal of the Historical Association.

The Geographical Association.—The Assistant Hon. Secretary, 11, Marine Terrace, Aberystwyth.

The Postal Reference Library of the Geographical Association ; 3s. post free.

The Modern Language Association.—The Hon. Secretary, 3, Cromwell Gardens, London, S.W.7.

The Classical Association.—The Hon. Secretaries, The Triangle Secretarial Offices, 61, South Molton Street, London, W.1.

The Claim of Antiquity (Oxford University Press), a pamphlet issued by the Councils of the Societies for the Promotion of Hellenic and Roman Studies and of the Classical Association, contains a priced and annotated list of books on classical subjects.

Mathematical Association.—The Librarian, Mr. E. H. Neville, 160, Castle Hill, Reading.

The Association has published "A list of books suitable for School Libraries"—G. Bell and Sons, Ltd., 1926, price 1s.

The Science Masters' Association and the Association of Women Science Teachers.—Mr. W. W. Barrett, Brickfield, Harrow; Miss M. E. Birt, St. Paul's Girls' School, Brook Green, Hammersmith, London, W.6.

"A list of books suitable for School Science Libraries," 1s. 1d. post free.

The National Society of Art Masters.—The Secretary, 29, Gordon Square, London, W.C.1.

Association of Teachers of Domestic Subjects.—The Secretary, 30, Gordon Square, London, W.C.1.

Music Masters' Association.—Mr. A. Rawlinson Wood, Denstone College, Rocester, Staffs.

Music Teachers' Association.—Mr. R. E. Chester, 2, Mount Vernon Cottages, Hampstead, London, N.W.3.

Assistant Masters' Association.—The Secretary, 29, Gordon Square, London, W.C.1.

Memorandum on "The Teaching of English."

Memorandum on "The Teaching of History."

The Library Association.—Executive Secretary Mr. Guy W. Keeling, B.A., 26, Bedford Square, London, W.C.1.

The British Drama League.—8, Adelphi Terrace, London, W.C.2.

The Library of the League includes historical and critical works and school plays, which can be borrowed.

National Home-Reading Union.—The Secretary, 16, Russell Square, London, W.C.1.

This Union specialises in the supply of book lists and reading courses.

National Book Council.—3, Henrietta Street, Covent Garden, London, W.C.2.

This Council issues useful Bibliographies.



**The following Educational Pamphlets, issued by the Board of Education,
have been placed on Sale :—**

- No. 4. School Doctors in Germany.
By W. H. Dawson. (1908.) *Price 6d.*
- No. 13. The Problem of Rural Schools and Teachers in North America.
By Ethel H. Spaulding. (1909.) *Price 6d.*
- No. 17. Report on Science Teaching in Public Schools represented on
the Association of Public School Science Masters.
By Oswald H. Latter. (1909.) *Price 4d.*
- No. 18. Compulsory Continuation Schools in Germany.
By H. A. Clay. (1910.) *Price 9d.*
- No. 19. The Course System in Evening Schools.
By H. T. Holmes. (1910.) *Price 3d.*
- No. 20. Report on the Teaching of Latin at the Perse School, Cambridge.
(Educational Experiments in Secondary Schools, No. i.)
(1910.) *Price 6d.* [Out of Print.]
- No. 21. A School Week in the Country. Bradford, Grange Road
Secondary School, Girls' Department. (Educational
Experiments in Secondary Schools, No. ii.)
By Miss Mary A. Johnstone. (1910.) *Price 4d.*
- No. 22. Syllabus of Mathematics for the Austrian Gymnasien.
Translated by E. A. Price. (1910.) *Price 2d.* [Out of
Print.]
- No. 23. The Training of Women Teachers for Secondary Schools. A
series of Statements from Institutions concerned. (1912.)
Price 8d.
- No. 24. The Montessori System of Education.
By E. G. A. Holmes. (1912.) *Price 2d.* [Out of Print.]
- No. 25. Report on Farm and Agricultural Schools and Colleges in
France, Germany and Belgium.
By R. B. Greig. (1912.) *Price 2d.*
- No. 26. Education and Peasant Industry. Some State and State-
aided Trade Schools in Germany.
By Edith Edlmann. (1912.) *Price 5d.*
- No. 27. The Playground Movement in America and its relation to
Public Education.
By Walter Wood. (1913.) *Price 4d.*
- No. 28. Report on the Teaching of Greek at the Perse School, Cam-
bridge. (Educational Experiments in Secondary Schools,
No. iii.) (1914.) *Price 1s.*
- No. 29. The Experiment in Rural Secondary Education conducted at
Knaresborough (Educational Experiments in Secondary
Schools, No. iv.) (1915.) *Price 4d.*
- No. 30. An Experiment in Industrial Research. By Thomas Lloyd
Humberstone. (1915.) *Price 4d.*
- No. 31. A Rural Special Subjects Centre. (1915.) *Price 1d.*
- No. 32. The Admiralty Method of Training Dockyard Apprentices.
(1916.) *Price 1½d.*

- No. 33. The Universities of the United Kingdom of Great Britain and Ireland. A Handbook compiled by the Universities Bureau of the British Empire. (1918.) *Price 9d.*
- No. 34. Report on the Sheffield City Museums.
By Sir F. G. Ogilvie, C.B. (1919.) *Price 6d.*
- No. 35. Memoranda on Promotion in Elementary Schools in London.
(Elementary School Series, No. i.) (1919.) *Price 6d.*
[*Out of Print.*]
- No. 36. Some Experiments in the teaching of Science and Handwork in certain Elementary Schools in London. (Elementary School Series, No. ii.) (1920.) *Price 1s.* [*Out of Print.*]
- No. 37. The Teaching of History. (1923.) *Price 6d.*
- No. 38. The Practical Management of Small Live-Stock in connection with the teaching of Rural Science in Elementary Schools. (Elementary School Series, No. iii.) (1922.) *Price 6d.*
- No. 39. Notes on Camping. (1923.) (*Revised Edition.*) *Price 1s.*
- No. 40. Print Script. (Elementary School Series, No. iv.) (1922.) *Price 6d.* [*Out of Print.*]
- No. 41. The Botany Gardens of the James Allen's Girls' School, Dulwich: Their History and Organisation. (Educational Experiments in Secondary Schools, No. v.) (1922.) *Price 2s.*
- No. 42. Report on the Experimental Course in Music at the Mary Datchelor School, Camberwell. (Educational Experiments in Secondary Schools, No. vi.) (1923.) *Price 4d.*
- No. 43. Humanism in the Continuation School. (1921.) *Price 1s. 6d.*
- No. 44. Mental and Scholastic Tests among Retarded Children. An enquiry into the effects of Schooling on the various tests. (1923.) *Price 1s. 3d.*
- No. 45. The Teaching of Drawing in a Secondary School. Being the development of intelligence through form and colour. (1924.) *Price 1s.*
- No. 46. Rural Education. Adaptation of Instruction to the needs of rural areas. A survey of the present position. (1926.) *Price 6d.*
- No. 47. The Position of French in Grant-aided Secondary Schools in England. (1926.) *Price 9d.*
- No. 48. The Work of Men's Institutes in London. (1926.) *Price 3d.*
- No. 49. Survey of Technical and Further Education in England and Wales. (1926.) *Price 1s.*
- No. 50. Some account of the Recent Development of Secondary Schools in England and Wales. (1927.) *Price 6d.*

ADULT EDUCATION COMMITTEE REPORTS:—*cont.*

- "Development of Adult Education for Women." (Paper No. 4). *Out of Print.*
- "British Music." A Report on the Development of Adult Education through Music. (Paper No. 5). 6d. (7d.).
- "The Drama in Adult Education." (Paper No. 6). 1s. (1s. 2d.).
- "Full Time Studies." A Report on the Opportunities given to Adult Students to pursue their Studies on a full time basis at Universities and other Institutions. (Paper No. 7). 6d. (7d.).
- "Natural Science in Adult Education." (Paper No. 8). 6d. (7d.).
- "Pioneer Work and other Developments in Adult Education." (Paper No. 9). 6d. (7d.).

PHYSICAL TRAINING:—

- "Syllabus of Physical Training for Schools, 1919." Paper, 1s. 6d. (1s. 9d.). Cloth, 2s. 6d. (2s. 10½d.).
- "Syllabus of Instruction in Physical Training for Training Colleges." Two years' course. 3d. (3½d.).
- "Physical Exercises for Children under Seven Years of Age, with Typical Lessons." 3d. (4d.).
- "Suggestions in regard to Games." 4d. (5d.).
- "Physical Exercises for Rural Schools, 1924." 3d. (4d.).
- "Physical Training: The Team System." (Appears also as an Appendix in later issues of No. 1, Syllabus of Physical Training for Schools). 1d. (1½d.).
- Circular 1363, "Memorandum on the Planning and Equipment of a Gymnasium for a Secondary School." 2d. (2½d.).
- "Memorandum on Physical Education in Secondary Schools." 2d. (2½d.).
- "Memorandum on Physical Education in certain Schools and Classes which are able to give a more extended training than that provided for in the Board's Syllabus of Physical Training." 2d. (2½d.).
- "Syllabus of Physical Training: Extension for Older Girls." 4d. (5d.).
- "Reference Book of Gymnastic Training for Boys, 1927." 3s. 6d. (4s.).

All prices are net and those in parentheses include postage.

Obtainable from the sale offices of
HIS MAJESTY'S STATIONERY OFFICE

LONDON: Adastral House, Kingsway, W.C.2.
EDINBURGH: 120, George Street. MANCHESTER: York Street
CARDIFF: 1, St. Andrew's Crescent. BELFAST: 15, Donegall Square W.
Or through any bookseller.

